DOCUMENT RESUME

ED 246 089 TM 840 361

AUTHOR Hoffman, Lee McGraw; And Others
TITLE Development and Use of Cooperative Client-Evaluator Data Collection Systems.
INSTITUTION Louisiana State Dept. of Education, Baton Rouge.
PUB DATE Apr 84
NOTE 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Databases; *Data Collection; Elementary Education; *Evaluation Methods; Evaluators; *Program Evaluation; Reading Improvement; *State Programs
IDENTIFIERS Evaluation Problems; Louisiana; *Special Plan Upgrading Reading

ABSTRACT

Examples from the evaluation of a program in which data collection systems were developed jointly by the program's staff and evaluators are described. The Louisiana SPUR (Special Plan Upgrading Reading) Project was evaluated by the Louisiana Department of Education Bureau of Evaluation. SPUR involves 63 of the state's 66 public school systems and is implemented by a field-based staff of approximately 60 technical assistants. The size and geographic dispersion of the program led to several problems in data collection and evaluation use. The SPUR field staff often acted as data collectors for the evaluation, a procedure that demanded careful quality assurance of instruments and activities. With potential audiences ranging from state legislators to classroom teachers, no single report could meet all needs for evaluative information. In the first year of the evaluation, data collection methods were developed that could be easily used by SPUR field staff and would have utility beyond the evaluation itself. Examples were developed cooperatively by the evaluators and program staff members. The instruments serve management and program improvement needs as well as providing evaluation information. Although the data collection systems described are specific to the SPUR evaluation, their development and use is applicable to other large scale evaluations. (Author/DWH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED246089

DEVELOPMENT AND USE OF COOPERATIVE CLIENT-EVALUATOR DATA COLLECTION SYSTEMS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. M. Hoffman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Lee McGraw Hoffman
E. H. Cantwell
Susan Lorraine Stewart

Bureau of Evaluation
Office of Research and Development
Louisiana Department of Education

Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, April 1984

TM 840 361

LOUISIANA DEPARTMENT OF EDUCATION

This public document was published at a total cost of $83.65; 35 copies of this public document were published in this first printing at a cost of $83.65. The total cost of all printings of this document, including reprints, is $83.65. This document was published by the Louisiana Department of Education, P. O. Box 44064, Baton Rouge, Louisiana 70804, to disseminate evaluation information under authority of R.S. 17:21. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

DEVELOPMENT AND USE OF COOPERATIVE CLIENT-EVALUATOR DATA COLLECTION SYSTEMS

ABSTRACT

This paper describes three examples from a large-scale evaluation in which program staff were involved collaboratively in developing evaluation instruments and collecting data. The examples include a system for measuring student time on task, procedures for logging staff field activities, and the establishment of a program participation data base. The paper describes the manner in which client collaboration was instituted and managed, the joint roles of evaluation and program staffs, and the use made of the data collection systems. It argues that the quality of evaluation information and the usefulness of evaluation findings can be increased by including program staff members as active participants in an evaluation. In several instances evaluation activities have been incorporated by the program as administrative or developmental procedures.

INTRODUCTION

This paper describes three examples from the evaluation of a single program in which data collection systems were developed jointly by the program's staff and evaluators. The program is the Louisiana SPUR (Special Plan Upgrading Reading) Project, and it is evaluated by the Louisiana Department of Education Bureau of Evaluation. SPUR is a large project, involving 63 of the State's 66 public school systems and implemented by a field-based staff of approximately 60 technical assistants. The size and geographic dispersion of the program led to several potential problems in data collection and evaluation use. First, the SPUR field staff acted in many instances as data collectors for the evaluation, a procedure that demanded careful quality assurance of instruments and activities. Second, with potential audiences ranging from State legislators to classroom teachers no single report could meet all needs for evaluative information.

The approach taken in the first year of the evaluation was to develop data collection methods that could be easily used by SPUR field staff (who are reading experts, not evaluators) and that would have utility beyond the evaluation itself. The three examples shown here were developed cooperatively by the evaluators and the program staff members. They serve management and program improvement needs as well as providing evaluation information. Although the data collection systems described are specific to the SPUR evaluation, the manner in which they were developed and used is applicable to other large scale evaluations.

EXAMPLE 1: SPUR LOG SYSTEM

WHAT IS IT?

This is a logging system developed in 1981-82 for the evaluation of the Louisiana SPUR (Special Plan Upgrading Reading) Project. The logging system documents the amounts and kinds of services provided by SPUR personnel--technical assistants (TAs) and team leaders (TLs). The SPUR staff and staff from the Bureau of Evaluation worked jointly to develop the logs during 1980-81 and to revise the system for the 1981-82 and 1982-83 school years. The entire SPUR staff (persons housed in eight regional offices) uses the same procedures for logging staff time. Each team member maintains a daily record that, when totaled, gives weekly service hours. The totals from the daily logs for each team member are transferred to one weekly summary form that is sent monthly to the State Department of Education (SDE) for data entry and analysis.

The two collection instruments, the daily log, and the weekly summary log, are designed to record five principal targets or five different kinds of service in the 12 specific service categories listed.

Kinds of Service

1. out of region
2. general regional
3. maintained
4. demonstration schools
5. parishes

Service Categories

1. teaming
2. preparation/management
3. travel
4. special assignments
5. training: leadership
6. training: teacher inservice
7. training: parents and others
8. confer/plan, central office
9. confer/plan, school staff
10. confer/plan, other groups
11. classroom assistance
12. Criteria of Excellence committees

An important task in logging SPUR service time is deciding who are the targets (who receives the services). After the target determination is made, the hours of service are recorded under the appropriate service category heading. The resulting logging system has several purposes:

- provides a management tool for the SPUR staff
- describes and documents regional SPUR activities and services
- allows decision makers to see how SPUR uses time and staff allocations

SPUR is divided into eight regions. Each region is unique in its organization and has different needs and requests. SPUR's goal was to develop a logging system that was comprehensive enough to provide data comparable across the eight SPUR regions, but would reflect the individual characteristics of each.

ROLES

The SPUR staff consists of the primarily school-based TAIIs who serve more than one school system, and the regional TLs who coordinate and direct regional activities. Although the SPUR team members are reported as a single group, and each completes the same SPUR log form, the services of different team members vary.

In the developmental phase the SPUR field staff members conveyed messages to the evaluators about "reality" problems with the logging system. Suggestions and comments from the field staff were used in designing the logs. The Bureau of Evaluation relied on the SPUR members to determine the following:

- what kinds of information they wanted the logs to gather
- what questions they wanted answered from the logs
- what comparisons they were interested in making from the log data
- what problems they had with the data collection instruments, and/or instructions for use
- What time lines were required for data collection and/or data use

With these guidelines, SPUR field staff and staff from the Bureau of Evaluation worked jointly to develop logs "tailored" for the SPUR program.

The Bureau of Evaluation trained the eight regional TLs to make sure that there was a uniform understanding of the system. Each TL then trained her regional field staff team members.

It is the Bureau of Evaluation's responsibility to gather from the SPUR field staff suggestions and comments on the logs each year so that revisions can be made for the upcoming year. The Bureau of Evaluation incorporates these revisions into a working draft for SPUR's approval. Working drafts are produced and disseminated to gather changes and/or suggestions prior to printing. Final drafts are produced only after agreement is reached between SPUR and the Bureau of Evaluation.

Completed logs are returned to the Bureau of Evaluation for data entry and analysis. A SAS (statistical analysis system) program was developed by the SDE Bureau of Management Information Systems to provide the analysis necessary to answer the SPUR log questions. The program, which is designed to produce monthly and year-to-date totals, is updated yearly to correspond to the log revisions.

DUTIES

The duties of the SPUR staff and the Bureau of Evaluation are outlined below:

SPUR

1) develops program questions to be answered from log data
2) conveys field staff problems of log use
3) makes comments and suggestions for improvements and revisions
4) meets with the Bureau of Evaluation to openly discuss the final drafts
5) makes final reviews and comments before printing
6) trains team members with the Bureau of Evaluation
7) uses the logs to document SPUR field hours
8) returns the completed weekly summaries on a monthly basis to the State Department of Education, Bureau of Evaluation

9) uses the information provided by the Bureau of Evaluation (log data information such as fact sheets, reports)

Bureau of Evaluation

1) meets with SPUR to define SPUR program questions and gather problems and/or comments on use of present log
2) develops and revises present log with SPUR input
3) distributes working log draft for SPUR review
4) meets with SPUR to openly discuss and critique
5) revises and develops final draft
6) trains SPUR field staff
7) distributes instruments to SPUR team members for field use
8) receives instruments from SPUR team members and prepares for data entry
9) analyzes data with SAS program
10) distributes monthly and year-to-date log reports to SPUR regions
11) prepares draft or end-of-year log report
12) distributes data to SPUR SDE project officers for comments and suggestions
13) incorporates revisions into draft
14) Prepare final reports
15) prepares fact sheets
16) remains available at all times to discuss and answer any field questions.

HOW DEVELOPED

The SPUR field staff originally developed its own logs for in-house management and accountability purposes. These five-page logs (Appendix A) requested much narrative documentation and lengthy detailed responses. Daily logging by the field staff members and data summarization by the SPUR project officers became so burdensome that the information requested and collected was not used.

SPUR wanted descriptive and accountability information regarding field activities. The original reporting system had some of this information, but it was anecdotal and not reported uniformly across the regions or school systems. Therefore, data could not be sorted or quantified.

The evaluator suggested a revised log (Appendix B), shorter and very structured, to replace the original five-page version. This log was developed using the old logs as guides. Several categories under the old log headings were grouped together to form the service categories used for the new logs.

Training

SPUR worked directly with the Bureau of Evaluation to develop and then to revise the logs. SPUR shares the responsibility for training SPUR field personnel in using the logs after the initial training is completed.

YEAR 1

The first year, 1980-81, SPUR decided to use both sets of logs. A data collection system had to be established so that each field staff member could understand the definitions, the service categories, and the instructions for using the new logs. Therefore, training the SPUR field staff members had to be comprehensive enough to ensure a uniform understanding of both logging systems. The training consisted of detailed explanation, practice situations, and a question and answer session. Field staff members then used the logs and contacted the evaluator if there were any problems or questions during field use.

Using both logs proved to be a duplication of effort for both time and information. SPUR liked the shorter logs, saw that they were workable, and decided to use only one log for the upcoming year.

YEAR 2

The SPUR field staff members assisted in log revision. The logs were revised with these purposes in mind:

- efficiency of completion
- transmittal of needed data without narrative requirements
- allowance for narrative explanation if desired
- computer storage of submitted data

Year 2 revisions included the development of two separate logs (Appendix C): the weekly log for field staff use and the summary log that totals the weekly field staff logs. Detailed instructions were developed to supplement the revised logs. A summary from each region was submitted monthly to the State Department of Education. Training for the second year was much shorter since only one log set was used and the field staff members had helped to develop it. The training

format was basically the same as that used the first year. The Bureau of Evaluation conducted the training for the TLs and project officers. Other regional staff members were trained by their TL.

YEAR 3

Year 3 revisions included:

- developing two separate logs (Appendix D): a daily log, to be used daily for one week by the field staff, and a weekly log, which would total all daily logs for a region
- adding the target categories of "out of region" and "maintained schools"
- deleting the service categories of "number contacts--professional," and "number of contacts--community"
- adding the service category of "criteria of excellence committees," and "training: parents"
- adding the number of days worked and the number of TAs working
- changing the reporting summary method to weekly logs, total of all field logs, instead of all totals on one monthly log form
- revising the instructions in conjunction with the log changes (training for the third year was similar to the two previous training sessions.)

Information Use

1. The log summaries provide a continual record of the SPUR services received at three levels--regional, system, and school--by pooling the efforts of all field team members.

2. The log summaries provide a hard copy means of looking at hours of service by category and region.

3. SDE project officers and TLs can determine what service categories need to be examined for excess time allotments.

4. The data allow the SPUR project to demonstrate the services it provides, and who receives these services, to planners and decision makers.

APPENDIX A

MONTHLY PROFESSIONAL SERVICE
Summary of Technical Assistants I

(white copy - state office copy)

Region: _____ Month: _____ Working Hours: _____

Name: _____ Year: _____ Travel Hours: _____

Total Hours: _____

Service Code	Total	Emphasis	Total Hours	Number of: LP	SP	T	*O

Second Grade: _____

_____

Fourth Grade: _____

_____

CD=Classroom Demonstration O=Observation C=Conference PLD=Planning and Development DIS/DIST-Dissemination/Distribution P-R=Presentation-Regional P-P=Presentation Parish P-S=Presentation School P=Other (specify in comment section)

LP=Leadership Personnel SP=Supportive Personnel F=Faculty T=Teacher *O=Other (specify) LEA/TF=LEA Task Force STF=School Task Force SS=SPUR Staff PC=Parent/Community

This public document was published at a cost of $ .05 per copy by the Printing Section, Department of Education, P. O. Box 44064, Baton Rouge, LA, 70804, to perform a function of the Bureau of Elementary Education, under authority of special exception by the Division of Administration. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

SPUR MONTHLY SERVICES SUMMARY (white copy - state office copy)

SPUR-3

Region: _____

Parish: _____

Date	Emphasis	Type of Service	Role Group	Number	Site	T.A.	Amount of Time*

*This is a summary of services and does not reflect the total time spent by technical assistants in the parish.

This public document was published at a cost of $____ per copy by the Printing Section, Dept. of Education, P. O. Box 44064, Baton Rouge, LA, 70804, to perform a function of the Bureau of Elementary Education, under authority of special exception by the Division of Administration. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

DAILY PROFESSIONAL SUMMARY
OF SPUR TEAM LEADERS

SPUR-2

Region: _____ Date: _____ Working Hours: _____

Name: _____ Day Number: _____ Travel Hours: _____

Total Hours: _____

Activities	Total Number	Hours	Comments
VISITATION			
Demo Schools			
Practice Schools			
SPUR Directors			
LEA Task Force			
*Other			
CONFERENCES			
SPUR Director			
Central Office Personnel			
Principal			
University Representative			
*Other			
PROFESSIONAL DEVELOPMENT			
Reading Conference			
Other Conferences			
Workshops			
*Other			

Activities	Total Number	Hours	Comments
MEETINGS			
T.A. Team			
LEA Task Force			
SPUR Directors			
Regional SPUR Board			
Advisory/Support Group			
Principals			
Teachers			
School Task Force			
State T.A. or T.L.			
Project Officer			
Evaluator			
*Other			
MANAGEMENT DUTIES			
PLANNING/DEVELOPMENT			
TEAM/INDIVIDUAL PLANNING			

Major Accomplishments: _____

_____

_____

*Other (specify) _____

This public document was published at a cost of $_____ per copy by the Printing Section, Dept. of Education, P. O. Box 44064, Baton Rouge, LA, 70804, to perform a function of the Bureau of Elementary Education, under authority of special exception by the Division of Administration. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

SPUR TECHNICAL ASSISTANT'S
DAILY LOG

(white copy - state office copy)

Name: _____ Date _____ M TU W TH F
Circle

Work Sites: _____ _____
_____ _____
_____ _____

Total Working Time: _____
Total Travel Time: _____
Total Hours: _____

Code			Number of:					
Leader	Participant	Emphasis	Hours	LP	SP	T	*O	Materials Dissemination

CD=Classroom Demonstration O=Observation C=Conference PLD=Planning and Development DIS/DIST=Dissemination/Distribution P-R=Presentation-Regional P-P=Presentation-Parish P-S=Presentation-School P=Other (specify in comment section)

LP=Leadership Personnel SP=Supportive Personnel F-Faculty T=Teacher *O=Other (specify) LEA/TF= LEA Task Force STF=School Task Force SS=SPUR Staff PC=Parent/Community

Major Accomplishments:

_____
_____
_____

This public document was published at a cost of $ .04 per copy by the Printing Section, Dept. of Education, P. O. Box 44064, Baton Rouge, LA, 70804, to perform a function of the Bureau of Elementary Education, under authority of special exception by the Division of Administration. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31

SPUR Technical Assistant's
Daily Log

SPUR-1

Name:_____ Day Number:_____ Date:_____ M Tu W Th F
Circle

Work sites: 1._____ 4._____ Total Working Time:_____
2._____ 5._____ Total Travel Time:_____
3._____ 6._____ Total Hours:_____

I. Activities Code		Emphasis	Hours	II. Personnel Code Number of Participants:					Materials Dissemination
Leader	Participant			LP	SP	T	SS	O*	
								/	
								/	
								/	
								/	
								/	
								/	

Comments/Follow-up:

Major Accomplishments:

This public document was published at a cost of $.____ per copy by the Printing Section, Department of Education, P. O. Box 44064, Baton Rouge, LA. 70804, to perform a function of the Bureau of Elementary Education, under authority of special exception by the Division of Administration. This material was printed in accordance with the standards for printing by state agencies established pursuant to R.S. 43:31.

APPENDIX B

SPUR TECHNICAL ASSISTANCE WEEKLY LOG

(white copy - state office copy)

NAME:_____ Region:_____

WEEK OF:_____ to_____ Day_____-_____

Assigned Service Area(s):_____

DATE & SYSTEM/ SCHOOL	TEAMING			PREPARATION MANAGEMENT				SPECIAL ASSIGNMENTS	TRAINING					CONFERENCING/ PLANNING						CLASSROOM ASSISTANCE			TOTALS		
	Training	Planning/ Development	Other	Planning/ Development	Record Keeping	Administration	Travel	Other	Regional Leadership	LEA Leadership	Teacher Inservice	Parent/ Community	Other	LEA Task Force	SPUR Director	Supervisor(s)	Principals	School Task Force	Other	Demonstration	Observation/ Conferencing	Direct Service	No. of Hours	No. of Contacts Professionals	No. of Contact Community
TOTAL HOURS																									

REGION:_____

MONTH REPORTED:_____

APPENDIX C
1981-1982

SPUR MONTHLY TECHNICAL ASSISTANCE SUMMARY

SERVICE TO:	Leadership Training	Teacher Inservice	Training, Other Groups	Confer/Plan, Supervisors	Confer/Plan School Staff	Confer/Plan, Other Groups	Classroom Assistance	Teaming	Prepare/Manage, Nontravel	Travel	Special Assignments	Number Contacts, Professional	Number Contacts, Community
General Regional													

UPDATE ATTACHMENT? ____No ____Yes

Attach an update if new Practice Schools have been designated, existing Practice Schools dropped, new Central Office Task Force member(s) appointed.

REGION: _____

MONTH: _____

APPENDIX C
1981 - 1982

SPUR
MONTHLY
TECHNICAL ASSISTANCE
REPORT

SERVICE TO:	A Teaming	B Prepare/Manage, Nontravel	C Travel	D Special Assignments	E Training, Leadership	F Training, Teacher Inservice	G Training, Parents and Others	H Confer/Plan, Central Office	I Confer/Plan, School Staff	J Confer/Plan, Other Groups	K Classroom Assistance	L C of E Committees
OUT OF REGION												
GENERAL REGIONAL												
MAINTAINED SCHOOLS												

Average
Number of: TA-Is _____ TA-IIs _____ + 1 TL

TOTAL DAYS FOR THE MONTH _____

APPENDIX D

SPUR TECHNICAL ASSISTANCE
DAILY LOG

1982-1983

NAME: _____ REGION: _____

TA-I TA-II TL (circle) WEEK OF: ___/___/___ to ___/___/___

ASSIGNED SERVICE AREAS: _____

NUMBER WORK DAYS IN WEEK: _____

WORK DAY _____ through _____

SERVICE TO:		A Teaming	B Prepare/Manage; Nontravel	C Travel	D Special Assignments	E Training, Leadership	F Training, Teacher Inservice	G Training; Parents and Others	H Confer/Plan; Central Office	I Confer/Plan; School Staff	J Confer/Plan, Other Groups	K Classroom Assistance	L C of E Committees
SITE # 1													
	MON												
	TUE												
	WED												
	THU												
	FRI												
	TOT												
SITE # 2													
	MON												
	TUE												
	WED												
	THU												
	FRI												
	TOT												
OTHER SITES													
	MON												
	TUE												
	WED												
	THU												
	FRI												
	TOT												
GENERAL REGION													
	MON												
	TUE												
	WED												
	THU												
	FRI												
	TOT												
OUT OF REGION													
	MON												
	TUE												
	WED												
	THU												
	FRI												
	TOT												

APPENDIX D

SPUR/82
DRAFT

REGION: _____ _____ 1982 - 1983

WEEK OF ____/____/____ TO ____/____/____

SPUR WEEKLY TECHNICAL ASSISTANCE SUMMARY

SERVICE TO:	Teaming	Prepare/Manage, Nontravel	Travel	Special Assignments	Training, Leadership	Training, Teacher Inservice	Training, Parents and Others	Confer/Plan, Central Office	Confer/Plan, School Staff	Confer/Plan, Other Groups	Classroom Assistance	C of E Committees
OUT OF REGION												
GENERAL REGIONAL												
MAINTAINED SCHOOLS												

Number of: TA-Is_____ TA-IIs_____ WORK DAYS IN WEEK_____
(total from all weekly logs)

EXAMPLE SPUR LOG

1983-84 SPUR YEAR-TO-DATE PARISH SUMMARY THROUGH JUNE

REGION 1

PARISH		TEAM	PREP MANAGE	TRAVEL	SPEC ASSIGN	TRAIN: LEADER	TRAIN: TEACH	TRAIN: PARENT	PLAN: OFFICE	PLAN: STAFF	PLAN: OTHER	CLASS ASSIST	C OF E COMMS	INDIRECT ASSIST	DIRECT ASSIST	TOT HRS
[redacted]	N	2	226	89	12	0	121	14	85	144	51	576	70	317	1073	1390
	%	0	16	6	1	0	9	1	6	10	4	41	5	23	77	
[redacted]	N	4	189	141	11	2	25	38	105	69	19	157	15	334	441	775
	%	1	24	18	1	0	3	5	14	9	2	20	2	43	57	
[redacted]	N	46	703	150	2	7	29	2	74	12	27	347	0	899	500	1399
	%	3	50	11	0	1	2	0	5	1	2	25	0	64	36	
[redacted]	N	8	163	163	7	0	71	6	145	86	25	155	0	334	495	829
	%	1	20	20	1	0	9	1	17	10	3	19	0	40	60	
[redacted]	N	21	241	72	17	26	33	7	117	127	12	219	0	334	558	892
	%	2	27	8	2	3	4	1	13	14	1	25	0	37	63	
[redacted]	N	87	239	83	12	29	41	28	119	87	39	355	82	409	792	1201
	%	7	20	7	1	2	3	2	10	7	3	30	7	34	66	
[redacted]	N	47	638	378	208	0	37	8	72	168	34	83	16	1063	626	1689
	%	3	38	22	12	0	2	0	4	10	2	5	1	63	37	
[redacted]	N	27	190	52	33	18	133	14	180	185	41	439	20	269	1063	1332
	%	2	14	4	2	1	10	1	14	14	3	33	2	20	80	
[redacted]	N	13	56	46	3	4	97	23	104	54	23	333	32	110	673	788
	%	2	7	6	0	1	12	3	13	7	3	42	4	15	85	
[redacted]	N	44	354	10	54	4	34	0	43	31	168	158	0	408	492	900
	%	5	39	1	6	0	4	0	5	3	19	18	0	45	55	
[redacted]	N	20	141	97	43	2	33	7	100	274	10	169	13	258	651	909
	%	2	16	11	5	0	4	1	11	30	1	19	1	28	72	
[redacted]	N	42	35	73	0	3	10	46	125	103	71	407	184	150	949	1099
	%	4	3	7	0	0	1	4	11	9	6	37	17	14	86	
[redacted]	N	9	128	73	0	3	49	2	63	25	1	93	0	210	236	446
	%	2	29	16	0	1	11	0	14	6	0	21	0	47	53	
[redacted]	N	27	101	128	10	0	38	19	125	132	65	473	135	256	997	1253
	%	2	8	10	1	0	3	2	10	11	5	38	11	20	80	
[redacted]	N	629	13	415	578	17	8	0	0	0	0	0	0	1057	603	1660
	%	38	1	25	35	1	0	0	0	0	0	0	0	64	36	
[redacted]	N	2488	1925	379	284	343	12	10	40	32	73	110	183	4792	1087	5879
	%	42	33	6	5	6	0	0	1	1	1	2	3	82	18	
[redacted]	N	3514	5342	2349	1274	458	771	224	1497	1529	659	4074	750	11205	11236	22441
	%	16	24	10	6	2	3	1	7	7	3	18	3	50	50	

18

.27

28

EXAMPLE SPUR LOG

1983-84 SPUR YEAR-TO-DATE SUMMARY THROUGH JUNE

REGIONAL TOTALS

REGION		TEAM	PREP MANAGE	TRAVEL	SPEC ASSIGN	TRAIN: LEADER	TRAIN: TEACH	TRAIN: PARENT	PLAN: OFFICE	PLAN: STAFF	PLAN: OTHER	CLASS ASSIST	C OF E COMMS	INDIRECT ASSIST	DIRECT ASSIST	TOT HRS
I	N	3,514	5,342	2,349	1,274	458	771	224	1,497	1,529	659	4,074	750	11,205	11,236	22,441
	%	16	24	10	6	2	3	1	7	7	3	18	3	50	50	
II	N	994	2,535	1,080	335	143	254	261	651	1,031	508	1,325	999	4,609	5,507	10,116
	%	10	25	11	3	1	3	3	6	10	5	13	10	46	54	
III	N	2,370	3,055	2,806	757	214	471	106	1,216	1,566	402	4,121	1,338	8,231	10,191	18,422
	%	13	17	15	4	1	3	1	7	9	2	22	7	45	55	
IV	N	1,077	1,050	808	168	303	179	34	333	646	143	1,303	278	2,943	3,387	6,330
	%	17	17	13	3	5	3	1	5	10	2	21	4	46	54	
V	N	2,541	2,961	1,369	346	596	338	105	965	1,219	145	814	263	6,871	4,791	11,662
	%	22	25	12	3	5	3	1	8	10	1	7	2	59	41	
VI	N	2,474	2,400	2,239	207	727	785	216	2,703	3,798	386	2,644	709	7,113	12,175	19,288
	%	13	12	12	1	4	4	1	14	20	2	14	4	37	63	
VII	N	2,056	2,607	1,522	70	344	784	77	790	1,451	80	929	954	6,185	5,479	11,664
	%	18	22	13	1	3	7	1	7	12	1	8	8	53	47	
VIII	N	1,573	1,548	699	334	228	245	59	495	1,141	103	697	336	3,820	3,638	7,458
	%	21	21	9	4	3	3	1	7	15	1	9	5	51	49	
TOTAL	N	16,599	21,505	12,872	3,491	3,013	3,827	1,082	8,650	12,381	2,426	15,907	5,627	50,977	56,404	107,381
	%	15	20	12	3	3	4	1	8	12	2	15	5	47	53	

19

EXAMPLE SPUR LOG

1983-84 SPUR YEAR-TO-DATE SUMMARY THROUGH JUNE
OUT OF REGION, GENERAL REGIONAL, AND MAINTAINED SCHOOLS
REGION 1

PARISH		TEAM	PREP MANAGE	TRAVEL	SPEC ASSIGN	TRAIN: LEADER	TRAIN: TEACH	TRAIN: PARENT	PLAN: OFFICE	PLAN: STAFF	PLAN: OTHER	CLASS ASSIST	C OF E COMMS	INDIRECT ASSIST	DIRECT ASSIST	TOT HRS
MAINTAINED SCHLS.	N	27	101	128	10	0	38	19	125	132	65	473	135	256	997	1253
	%	2	8	10	1	0	3	2	10	11	5	38	11	20	80	
OUT OF REGION	N	629	13	415	578	17	8	0	0	0	0	0	0	1057	603	1660
	%	38	1	25	35	1	0	0	0	0	0	0	0	64	36	
GENERAL REGIONAL	N	2488	1925	379	284	343	12	10	40	32	73	110	183	4792	1087	5879
	%	42	33	6	5	6	0	0	1	1	1	2	3	82	18	
REGIONAL TOTAL	N	3144	2039	922	872	360	58	29	165	164	138	583	318	6105	2687	8792
	%	36	23	10	10	4	1	0	2	2	2	7	4	69	31	

EXAMPLE 2: SPUR DATA BASE

WHAT IT IS

The SPUR (Special Plan Upgrading Reading) Data Base system was developed for this reading instruction improvement project to collect statistical information about the participants, the project status of the schools that are involved, and the grade levels, numbers of teachers, and numbers of students who are affected by the SPUR effort. The computerized data base is maintained by the project's evaluators and used for reporting, project management, and generating sampling lists. The information gathered includes the following variables:

1. Region Number: The participating public school systems are grouped into eight geographical regions across the State; each of the eight is served by a regional SPUR team.

2. School Name: Self explanatory.

3. School Code: The Louisiana Department of Education assigns a six-digit code to each public school in the State. The first three digits indicate school system, the last three digits indicate the school. This code allows the Data Base to be merged with other state information files.

4. SPUR Program Status: The schools are identified as P (participating) or O (other). A participating school receives SPUR technical assistant services on a regularly scheduled basis. The other schools receive irregularly scheduled services or are involved in some extra-school manner, such as through inservice training for all teachers in a grade level across the total school system.

5. Criteria of Excellence (COE) Status: The COE is a peer-review system for evaluating the total school reading program and recognizing areas of excellence. Schools are identified as having met or not having met the COE. Those that have met the COE are further identified as Model (outstanding in all areas); Recognition (outstanding in some but not all areas); or Disseminating (outstanding in one area but not meeting COE status in other areas). Schools that have met the COE at some point in the past but have not pursued the re-evaluation necessary to maintain this status are identified as Former.

6. Year COE First Attained: The last two digits of the calendar year in which the COE status was first met.

7. Year COE Last Attained: For schools that have pursued re-evaluation, the last two digits of the year in which the COE status was granted after re-evaluation. This column is blank for schools that have not been re-evaluated.

8. Number of Teachers: The number of teachers in the school who are affected by SPUR. SPUR works primarily with teachers of kindergarten through eighth grade.

9. Number of Students: The number of students in the classrooms of the participating teachers in the school.

10. Grades Affected: A three digit code; the first digit indicates the lowest grade in the school with which SPUR works and the last two digits indicate the highest grade with which SPUR works.

The SPUR Data Base is an evaluation data source that has replaced an earlier management activity carried out by the State SPUR project. The older format was a survey completed by the regional team members at the beginning of each school year that gave information about the size of the project's field effort and was used in planning school year activities. This system had two principal limitations. The first was that it was cumbersome to use since categories such as the number of schools involved had to be tallied by hand. The second was that participation in the project typically changed throughout the school year and, without repeating the statewide survey, it was not possible to give accurate totals at any time other than the beginning of the school year. This led to some problems when, for example, decision makers wanted a measure of the project's size during the spring budget planning period or when the evaluators drew a study sample. The current data base is maintained on a computer program that produces readable reports and is updated three times a year: in the fall, in late winter, and shortly after the close of the school year. The fall update provides a picture of the project as soon as school enrollment has been completed. The late winter update corrects this to reflect subsequent changes in participation, and the summer update gives a current year-to-date measure of the schools that have met the COE.

Roles

There are three groups involved in the development of the SPUR Data Base and the production of reports. The SPUR project staff members act as data collectors, gathering the initial information and correcting it as participation changes. The Bureau of Evaluation maintains the Data Base and produces the reports. The computer programming needed to produce the reports was developed by the SDE Bureau of Management Information Systems.

How Developed

The Louisiana Department of Education SPUR staff had asked, during several years of the project's evaluation, for information about local participation in SPUR. Typically this information was for decision-making audiences such as the State Legislature or the Board of Elementary and Secondary Education, and the information was needed in a very short time. There was also a need for the evaluators to accurately identify participants for samples in activities such as surveys or testing. This was necessary because the SPUR field staff often acted as data collectors--distributing questionnaires or observing classrooms--and tightly controlled sampling helped to guard against the threat of bias. However, SPUR is basically a field effort and was not structured to maintain a constantly accurate updated record of participants. SPUR and the evaluation unit agreed that this task was one that could be appropriately allocated to the evaluation.

The evaluation staff met with the State SPUR staff members as well as representatives of the regional teams to identify the categories of information that were needed, the times at which this information would best be updated, and the most efficient procedures for collecting and reporting the data. The decision was to collect the information shown in the sample data base report and to update it three times a year by having the team members note changes on copies of the most recent report. This can be done through the mail or at State and regional group meetings. The updated reports are submitted directly to the Bureau of Evaluation. When the information is entered, a new report is printed and sent to each regional office.

The programmer from the Bureau of Management Information Systems worked with the evaluators to develop a format that was as "user friendly" as possible. It can be maintained by a person who has virtually no computer training and produces reports that are easily read by the SPUR field staff personnel.

In outline, the steps involved in developing the SPUR Data Base were as listed below:

1. An information need was identified jointly by the project and the evaluators.
2. A potential system was drafted by the evaluators and reviewed by computer programmers for practicality.
3. The system was presented to the field staff for discussion and revision.
4. The revised system was piloted.
5. The system was again revised.
6. The system was implemented and maintained.

Training

The approximately 60 SPUR field staff members act as the data collectors for the system. After the system was established and a report produced from existing data, these persons were trained in its use during a half-day session at a regularly scheduled statewide staff training meeting. The training covered the structure of the Data Base and the uses for which it was intended. The latter step was particularly important because the timeliness and accuracy of data collected by the field staff members relate directly to their perception of how important the data are to SPUR.

Information Use

During this first year that the SPUR Data Base has been in operation the primary uses have been (1) generating timely reports on participation in SPUR and (2) producing accurate sampling lists for evaluation activities. Plans for next year include expanding these uses and adding a management function. As SPUR becomes more accustomed to using it the Data Base should be useful in scheduling school

COE reviews and determining audiences for statewide or regional meetings, conferences, and inservice training activities.

REGION=5 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P	F	76		20	423	006
[redacted]	[redacted]	P				32	568	304

N=2

REGION=5 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P				12	248	407
[redacted]	[redacted]	P				14	285	408
[redacted]	[redacted]	P	M	79		22	235	003
[redacted]	[redacted]	P	D	80		48	968	306

N=4

REGION=5 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P				16	212	002
[redacted]	[redacted]		F	78				004
[redacted]	[redacted]	P				9	189	006
[redacted]	[redacted]	P				12	304	002

N=4

REGION=5 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P				26	318	105

N=1

EXAMPLE 3: STUDENT ENGAGEMENT OBSERVATION SYSTEM

What It Is

This is an observation system developed for the evaluation of the Louisiana SPUR (Special Plan Upgrading Reading) Project. The system measures student time on task and the frequency of activities directed by the teacher during language arts instruction. The student engagement observation system is a slight modification of a methodology developed by Research for Better Schools, Inc. The teaching activities were developed by the SPUR and the evaluation staffs.

Student Engagement Categories

- Management/Transition
- Socializing
- Discipline
- Unoccupied/Observing
- Out of Room
- Engaged

Teacher Activity Categories

- Silent Reading
- Oral Reading
- Writing/Composition
- Drill and Practice
- Instruction
- Discussion
- Test/Quiz
- Noninstructional Management

The student engagement observation system was initially developed as a part of a statewide evaluation for SPUR; it has since become a local program improvement tool that is no longer used in evaluation. The time frame in the system's evolution has been as follows:

- 1980-81: Select/develop system; train observers; observe for evaluation.
- 1981-82: Re-train observers; use for evaluation.
- 1982-83: Train local school system staff (overview).
- 1983-84: Train local school system staff (practice); implement system locally.

Roles

The Louisiana Department of Education SPUR staff initially requested a measure of student engagement in its evaluation to determine the general range of student engagement rates in schools

adopting the project and to see if student engagement was related to reading achievement. The SDE Bureau of Evaluation researched existing methods to find one that was technically sound, congruent with SPUR's suggestions for instructional practice, and simple enough that it could be learned fairly easily by SPUR field staff. The State SPUR staff and the evaluator then worked with these field SPUR Technical Assistants (TAs) to develop the categories of teacher-directed activities that were added to the system.

The Bureau of Evaluation trained the SDE SPUR Project Officers and field-based TAs to use the observation system. The TAs, in turn, trained teachers to complete their parts of the observations and carried out the observations. The data were returned to the Bureau of Evaluation for analysis.

This process was repeated in the second year. In the third year of its use the observation system was removed from the evaluation because SPUR and the evaluator agreed that sufficient baseline information had been collected. At that time, training was offered by the Bureau of Evaluation to any SPUR central office or school staff members who were interested in using the procedure for program improvement. About 300 people participated in these one-day workshops. Those who decided after receiving an overview to use the system then worked with the SPUR TAs to learn precisely how to use it. In its fourth year, the system was used by local school systems to collect information about student engagement that would be helpful in improving local instructional programs.

How Developed

The observation system was borrowed from what appeared to be the best compromise between precision of observation and practicality of use. During its development, the Bureau of Evaluation drafted materials, passed them for review to the SDE SPUR staff, revised materials following these comments, solicited review comments from the TAs who would use the system, and revised materials again on the basis of these comments. The teacher-directed activities were developed in the same manner. A simplified form of this revision process was followed

in the second year in order to incorporate the suggestions of the TAs who had used the observation system. In outline format, the basic steps were as follows:

1. Evaluation negotiates needs with client (SPUR).
2. Research of potential systems.
3. Review/discussion with State Department of Education SPUR.
4. Evaluation drafts total system with SPUR content input.
5. SDE SPUR staff reviews.
6. Evaluation revises.
7. SPUR Technical Assistants review.
8. Evaluation revises.
9. Evaluation trains observers.
10. Observations carried out; data analyzed.
11. Observers critique existing materials and procedures.
12. Evaluation re-trains observers.

Training

The SPUR evaluator trained all of the TAs who would be conducting the observations as well as their supervisors during a two-day session a few weeks before the time scheduled for the observations. The training included an overview of the observation system, the procedures for drawing and scheduling a sample of observations, explanation of how to complete both teachers' and observers' forms, and practice in using the observation with videotaped classroom examples. The training materials included explicit written explanations and instructions. They also provided the observers with materials they could use in training the teachers to record their part of the observations.

The training was shortened and simplified for local school system personnel when the observation system changed from an evaluation to a program improvement component. In the latter case the purpose of the training was to explain how the system worked so that participants could determine whether it would be useful and practical for their needs. For those who wanted to pursue it further, the SPUR TAs provided later detailed training and supervised practice in conducting the observations.

Information Use

A number of ways were tested to make the information as useful as possible, and the size of the groups participating in the training when it was no longer a part of the SPUR evaluation suggests that it was seen as useful. Evaluation reports on student engagement were sent to the local SPUR Director in each of the 64 participating public school systems as well as to the SPUR Technical Assistance teams. One-page summaries of the results were also prepared and distributed to a wider range of audiences, from superintendents of schools to students in college courses. The findings were presented at meetings such as the Louisiana Educational Research Association's annual conference.

When the observation system was changed from an evaluation to a program improvement tool, two additional steps were taken. One, a background paper on student engagement research was prepared to give training participants a broader idea of the instructional uses of the observations. Two, efforts were made to coordinate the observation system with a similar method developed by the Louisiana Chapter 1 program in which a number of teachers had been trained during the same year.

The benefits of the observation system that have been reported anecdotally by its users include the following:

1. It is a generic system appropriate for process evaluations in a variety of subject areas and programs--math, social studies, Chapter 1, etc.

2. It forces the observer to look at students; the classroom observation systems with which many had been familiar concentrated almost exclusively on the teacher.

3. The system is a relatively nonthreatening way to get a teacher to examine her or his classroom.

4. The observation system can be used as a pre-post measure to see if an instructional change has had an effect upon student behavior.

5. Using the observation system has helped central office supervisors and school principals to become more skilled in observing teachers and more confident of their ability to do this.

SCHOOL:_____

TEACHER:_____

OBSERVER:_____

SPUR EVALUATION
TIME-ON-TASK

ENGAGEMENT RATE/
ACTIVITY FORM

.....

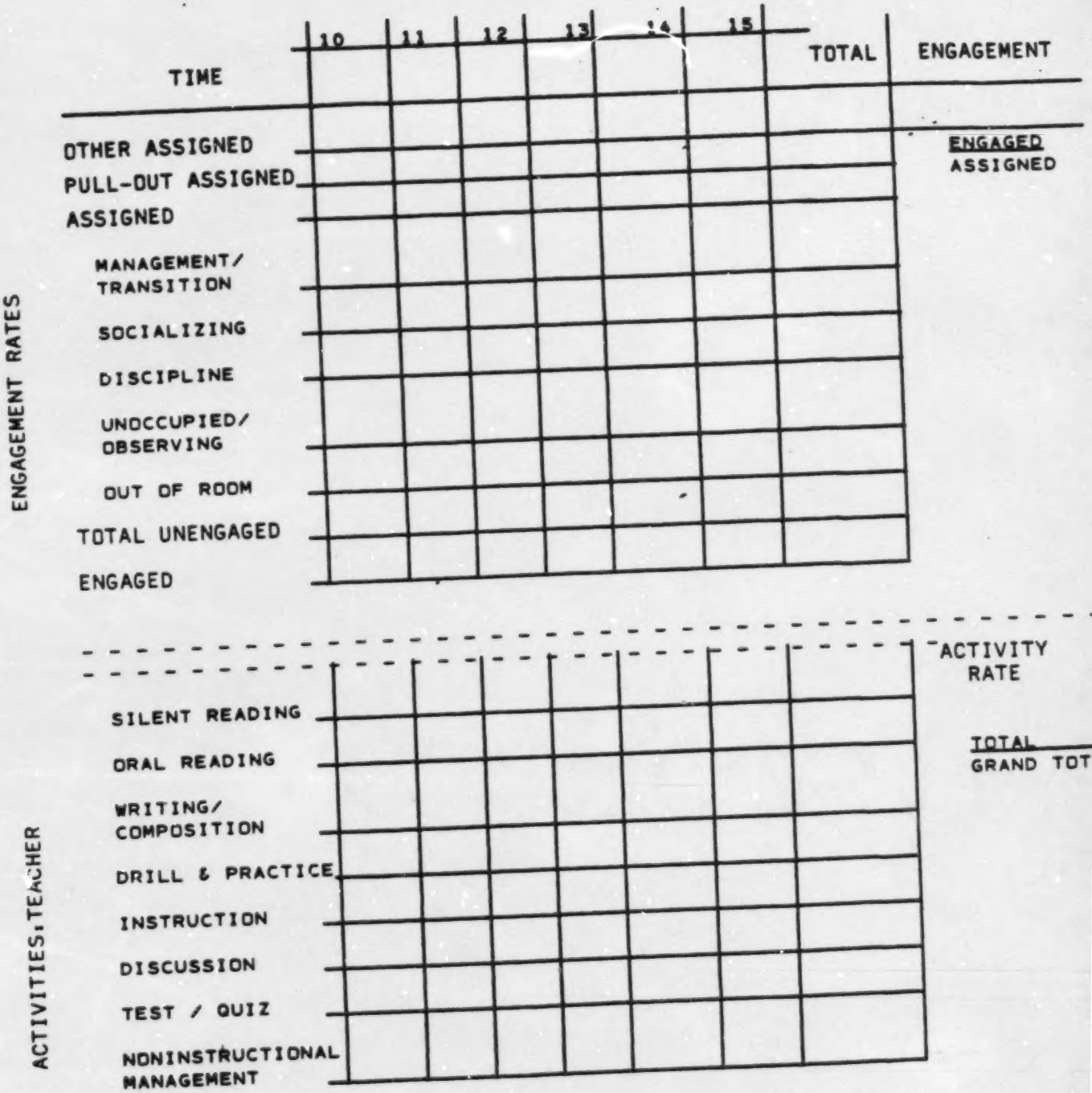
DATE_____ GRADE_____ #STUDENTS PRESENT_____ PART OF CLASS:
BEGIN:____
MIDDLE:____
END:_____

ENGAGEMENT RATES

TIME	1	2	3	4	5	6	7	8	9
OTHER ASSIGNED									
PULL-OUT ASSIGNED									
ASSIGNED									
MANAGEMENT/ TRANSITION									
SOCIALIZING									
DISCIPLINE									
UNOCCUPIED/ OBSERVING									
OUT OF ROOM									
TOTAL UNENGAGED									
ENGAGED									

ACTIVITES: TEACHER

SILENT READING									
ORAL READING									
WRITING/ COMPOSITION									
DRILL & PRACTICE									
INSTRUCTION									
DISCUSSION									
TEST / QUIZ									
NONINSTRUCTIONAL MANAGEMENT									


TIME
10
11
12
13
14
15
TOTAL
ENGAGEMENT
ENGAGED
ASSIGNED
ENGAGEMENT RATES
OTHER ASSIGNED
PULL-OUT ASSIGNED
ASSIGNED
MANAGEMENT/ TRANSITION
SOCIALIZING
DISCIPLINE
UNOCCUPIED/ OBSERVING
OUT OF ROOM
TOTAL UNENGAGED
ENGAGED
ACTIVITY RATE
TOTAL
GRAND TOT
ACTIVITIES, TEACHER
SILENT READING
ORAL READING
WRITING/ COMPOSITION
DRILL & PRACTICE
INSTRUCTION
DISCUSSION
TEST / QUIZ
NONINSTRUCTIONAL MANAGEMENT

REGION=5 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P				23	471	006
[redacted]	[redacted]	P				27	460	006
[redacted]	[redacted]	P	D	81		28	552	008

N=3

REGION=5 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P	M	81		30	480	406
[redacted]	[redacted]	P	R	83		40	745	008
[redacted]	[redacted]	P	M	82		16	247	008
[redacted]	[redacted]	P	M	82		37	803	003
[redacted]	[redacted]	P	M	81		11	178	406
[redacted]	[redacted]	P	M	82		18	328	003
[redacted]	[redacted]	P	M	83		36	694	406
[redacted]	[redacted]	P	M	83		14	207	008
[redacted]	[redacted]	P				27	518	406

N=9

REGION=5 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P				13	227	003
[redacted]	[redacted]	P				17	207	008
[redacted]	[redacted]	P	M	82		13	215	408
[redacted]	[redacted]	P				15	236	002

N=4

REGION=7 PARISH=[redacted]

NAME OF SCHOOL	SCHOOL CODE	SPUR STATUS	COE STATUS	FIRST COE YEAR	LAST COE YEAR	NUMBER OF TEACHERS	NUMBER OF STUDENTS	GRADES
[redacted]	[redacted]	P	M	83		11	181	004
		P	M	83		12	211	003
		P				16	343	408
		P				24	488	508
		P	M	83		7	126	306
		P	M	80	83	12	251	004
		P	M	82		27	621	508
		P	M	83		14	303	005
		P	M	81		33	577	006
		P				29	566	004
		P	M	81		18	342	003

N=11

28

SCHOOL:_____

TEACHER:_____

OBSERVER:_____

SPUR EVALUATION
TIME-ON-TASK STUDY

ALLOCATED TIME LOG READING & LANGUAGE ARTS

DATE_____ GRADE_____ # STUDENTS PRESENT_____

	ACTIVITY	BEGIN TIME	END TIME	TIME IN MINUTES	# STUDENTS ASSIGNED	ALLOCATED TIME
1						
2						
3						
4						
5						
6						
7						
					TOTAL	